COMING EVENTS

FRIDAY, MARCH 1
• Spencer Gulf Athletics Carnival, Bennett Oval, SJC closed, office remains open
• Please return Board Nomination forms, available from the website in the community tab

THURSDAY, MARCH 7
• Board AGM, 7:30pm, SJC, Lecture Theatre

FRIDAY, MARCH 8
• Year 4/5 Raymond assembly, OLHCC, 12:10pm Church
• R/1 Boundy assembly, 2:30pm, STC, shelter shed

MONDAY, MARCH 11
• Adelaide Cup - Public Holiday

MARCH 13-15
• Year 12 Retreat

Dear Parents, Grandparents and Caregivers,

The above passage is from the story of the woman at the well, a Samarian woman who is asked by Jesus to share her water, something that would not have happened in that time. As such, the engagement and right human relationship that they enter tells us much about who is called to faith despite their background, their current commitment or their believed readiness. That is how we view the journey of our students and our families and staff. We all have different spiritual stories, but have been drawn together through a sense of purpose, not necessarily the same, precise purpose, but with common threads. Will faith be ‘caught’ or ‘taught’ whilst the children are a part of this community? There are many anecdotes to suggest that the living water can stay with them in varying ways. It is when tragedy challenges us that we often see the desire to take up the water again, or when the opportunity for reflection is provided, through our liturgical programs, retreats and prayer events. Therefore it is imperative that students, in our quest to educate the whole person, are a part of everything we do.

As always it was with great pride to be part of our Opening College Mass last Friday. To have the whole College assemble in the one place together to celebrate Mass was truly special. This year we were able to have all our students in shade. Many staff contributed to the running of the Mass but special thanks to Bernie Meixner, Bec Sinclair and Carly Higgins. The Mass isn’t simply something we do for the sake of it. It forms a key part of who we are and puts the Mass front and centre in what we do at Samaritan College. Also at the Mass, the Student Representative Council were inducted and received their badges. To complete the morning, the highest scoring Year 12 students from 2012 were acknowledged with the Dux of 2012, Raghav Goel, speaking on behalf of the 2012 cohort.

Primary students will be doing some clean up on Friday of their school grounds and some nearby parks as part of Clean Up Australia Day. All students are encouraged to join a local group on Sunday for the main clean up.

Friday is also the Spencer Gulf Sports Day for the Catholic Secondary Schools of the region. With Samaritan hosting the event at Bennett Oval, it is a pupil free day for the secondary campus. The front office will remain open. Parents are most welcome to come and watch the action at Bennett Oval.

Car parking of parent cars continues to be an issue at all campuses. Please check that you are not parking in a private carpark ie. Dentist, in a laneway, in a No Standing area or in a driveway. Council inspectors have been alerted.

Tomorrow we welcome Veena Gollan to our staff. Veena will work with us as an Indigenous Education Officer. Veena has vast experience including recently working at the Catholic Education Office in the Indigenous Education team. Veena will work in a shared role between Samaritan College and Caritas College in Port Augusta.

"The water that I will give them will become in them a spring which will provide them with life-giving water and give them eternal life." John 4: 5-42
Parish News

The Catholic Church is dealing with a new situation in the resignation of Pope Benedict XVI. It is around 600 years since Pope Gregory XII resigned in 1614 to end a schism (brought about by rival claims to be the legitimate pope) and even longer since Celestine VI resigned voluntarily.

The announcement that Benedict would resign as of February 28 was a surprise to even his closest advisers. However it shows Benedict’s wisdom and humility that he is prepared to change such an established tradition in the interests of the Church and the benefit of having a leader not restricted by ill health and old age from fulfilling the demands of his office. The Pope has been recognised as a serious and highly capable scholar and the experience of supporting Pope John Paul II as he gradually became less and less able with greater and more debilitating suffering, must have weighed heavily on his decision making process. As a man of great faith, Benedict would have reflected in prayer and deliberation on his responsibilities and on his capacity to carry out the will of God for himself and the Church.

His decision also reflects a realistic acceptance of the change in conditions over the time the tradition of lifelong Papal service has been operating. Until the last hundred years popes could be expected to hold office for a limited time due to a low life expectancy and the reality that most serious illnesses resulted in a relatively quick death. In the modern age living conditions and advances in medical treatment mean that individuals can expect to live much longer and can be sustained even when they are quite sick or debilitated. It makes good sense that the Pope should decide that the Church needs a leader who can give his full strength, intellect and energy to such an enormous task.

We are invited to pray for Pope Benedict and to ask God to reward him for his faithful service to God and the church. It is also very important to pray for the guidance of the Holy Spirit for the cardinals meeting in Rome to elect the next pope, the “servant of the servants of God” to lead us on the next stage of our journey.

Fr Arno Vermeeren
FOR THE PARISH TEAM

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<tr>
<th>WEEKEND MASS TIMES</th>
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<td>St Teresa’s Church</td>
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<td>Saturday 7:00pm</td>
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<td>Sunday 8:30am</td>
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Religious Dimension

As we continue the journey through Lent we are called to reflect on the changes we can make in our lives to bring us closer to Jesus. The students have been challenged to be prayerful, give to the poor and carry out an act of self discipline.

Now is a good time to review our own prayer life and put into practice changes that can help us develop a stronger relationship with Jesus through prayer. Grace before meals and prayers before bed are some ideas to visit this call during Lent. Carrying out an act of love for someone and identifying it as prayer is another way of attuning our minds to prayer. Thinking about our connection with the parish and attending Mass can also rekindle our prayer lives.

Our students are being asked to contribute to Project Compassion. This initiative of Caritas Australia works towards providing education, health services and self help programs to the poorest communities around the world and in Australia. By contributing to this program we can fulfill another aspect of Lent by helping the poor. There may be more local calls for help in your neighbourhood that you would like to become involved with as a way to help those in need.

The act of self discipline or fasting is often associated with ‘giving something up’. Giving up some food or drink is one way of achieving this however if the act doesn’t deepen our relationship with Christ then we must ask why we are doing it. A more contemporary view of fasting is not to give up something but to take something on. For example you might know someone in your neighbourhood who needs a hand with their garden or has difficulty putting their bins out. There might be some changes you could make at home to make things more peaceful with your family. This might be your act of ‘Fasting’ for Lent.

Offering our time and company to the lonely is another way we can fulfill the ‘fasting’ component of lent. Whatever your Lenten promise may be, I pray that you come to be closer to Christ and get to know his love as we journey towards the celebration of Easter.

A Reflection for Lent

We enter these early days of Lent, at the beginning of the annual Forty Days, journeying with Christ Jesus and with one another as a community of disciples, seeking to follow more faithfully the pattern of our saviour’s death and resurrection.

Bernie Meixner
ASSISTANT PRINCIPAL IN RELIGIOUS IDENTITY AND MISSION
**WORLD EDUCATION GAMES MARCH 5-7**

The World Education Games is an annual global online challenge to get all students (4-18 years of age) excited about learning, and to give the top students in all schools an opportunity to see how they measure up against the best in the world. Last year, over 5 million students were a part of what is now the world’s largest online education event.

The World Education Games are completely free to register for and participate in.

Split over three days and focusing on literacy, mathematics and science, the World Education Games is a hugely exciting and engaging way to promote learning and education across the world.

You can register your child by logging on to www.worldeducationgames.com. You will need an email account to register. This event is run by Matheletics/Spelladrome.

Jenny Kondylas
ICT COORDINATOR (PRIMARY)

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**Parenting Ideas by Michael Grose:**

*Wielding ‘soft power’ at home*

Many people ask me: “How do I get my kids to cooperate with me?” This question reflects a frustration that many parents have with their ability to influence their children. It’s also indicative of the changing times in which we live where kids don’t necessarily blindly obey their parents, as they did until a few generations ago.

As a parent you have two sorts of power: positional power and soft power.

**Positional power** is better known as your authority as a parent. Parenting has a huge vocabulary built around ‘positional power’ with terms such as discipline, punishment, child management and behaviour management to name a few.

When I began as a parenting educator 20 years ago the term ‘parenting’ was code for behaviour management. It was mostly about helping parents exert their ‘positional power’.

The second type of power is **soft power** and is mostly about effective communication. It’s about influencing rather than simply exerting your authority over kids. Interestingly, your authority works well with easy, compliant kids but teenagers and demanding kids require some pretty nifty communication skills if you are going to win their cooperation.

Don’t get me wrong. It’s okay to use your positional power. Kids need to know that someone is in charge. They need parents who feel comfortable in their role.

But relying solely on positional power is hard work. A statement directed at you by a child along these lines: “You can’t make me do anything I don’t want to do!” is a challenge to your position as parent.

When positional power fails, which it inevitably will, you can only rely on soft power to influence your kids. Here’s the rub: there is nothing soft about it because it carries significant weight when all else fails!

Here are five ideas to make you less reliant on using positional power and help build your soft power skills:

1. **Get** your head around the fact that discipline (there’s that positional power thing again) is not about winning and losing, but about teaching kids how to behave and be responsible for their behaviour. The key to successful discipline with adolescents is to speak to them in ways that don’t threaten their need to feel like they are in control.

2. **Choose** a role model who wields soft power well and start to copy their way of speaking and acting with kids.

3. **Talk** about the difference between positional power and soft power with your partner or a friend to help you clarify the differences, as well as find an ally to support you.

4. **Make** soft power your priority for a week and see how it feels to influence rather than brow beat; to mediate rather than negotiate; to use consequences rather than yell when kids don’t cooperate with your way of thinking.

Practice one skill at a time. Read books, blogs and other resources to help you understand more about soft power, then gradually practice and experiment with new ways of communicating with kids.

Next time you speak to your kids in a potentially tricky or challenging situation check to see if you are using positional power to win the situation or soft power to win the kids over to your way of thinking.

Hopefully, its soft power that you are using to win the day!
OPENING SCHOOL MASS

Last Friday, February 22 the entire college community gathered together to celebrate the beginning of the school year and join in prayer for Mass. The theme of the Mass was ‘WE ARE OUR STORY’ and Father Arno made connections with the Samaritan College story and his very own journey, which included time at Saint John’s Campus as a teacher. Father Arno’s story, like so many members of our Samaritan College community, allowed the students and Parishioners to share in our rich history as a College.

STUDENT LEADERS ACKNOWLEDGED

Congratulations to the students who have been elected by their peers as Student Representative Councillors for 2013. These students were presented to the College community and received their badge in recognition of this achievement at the Opening College Mass last Friday.

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<tr>
<th>OLHCC</th>
<th>REPRESENTATIVES</th>
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<td>R/1 Leech</td>
<td>Tanish Horgan</td>
<td>R/1 Howard</td>
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<td>Gabriel Moore</td>
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<td>Kyan Nielson</td>
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<td>Koen Golding</td>
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<td>Natalie Kersten</td>
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<td>Lilly Sneddon</td>
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<td>R/1 Harman</td>
<td>Kaitlyn Geering</td>
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<td>Connor Browne</td>
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<td>Jayden N</td>
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<td>Nathan Westervoorde</td>
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<td>Hatshepsut M</td>
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<td>Emily Todd</td>
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<td>Brodie Clark</td>
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<td>2/3 Ness</td>
<td>Georgia Leahy</td>
<td>2/3 Murray</td>
<td>Jaidyn Smith</td>
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<td>Liam Pudney</td>
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<td>Eliza H</td>
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<td>Indya Homes</td>
<td>2/3 Reed/Judd</td>
<td>Jordan M</td>
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<td>Lachlan Phillips</td>
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<td>Gemma A</td>
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<td>3/4 Raymond</td>
<td>Shanae Luxton</td>
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<td>Tyas H</td>
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<td>Reilly B</td>
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<td>Alexander Day</td>
<td>5/6 Smith</td>
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<td>Lucy Bray</td>
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<td>Paul Van Niekerk</td>
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<td>5/6 Clifford</td>
<td>Crystine Soriano</td>
<td>6/7 Usher</td>
<td>Jack O’Halloran</td>
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<td>6/7 Keen</td>
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READING WORKSHOP

On Tuesday our Primary Literacy Team presented workshops at both campuses for the parent community. Both workshops were aimed at “Making the Most of Home Reading” and were well attended. Keep an eye out for these workshops being advertised in the newsletter as they are a great way to ensure that the valuable time spent at home with your child has the impact intended.

WEEK 6 ASSEMBLIES

Next Friday we have two more opportunities for the parent community to share in our learning. You are more than welcome to attend. Please note the slight change in time to the assembly to be held at Our Lady Help of Christians Campus.

Friday, March 8 - Year 3/4 Raymond hosting @ 12:10pm at OLHCC

Friday March 8 - R/1 Boundy hosting @ 2:30pm at STC

PARKING

As was mentioned in last week’s newsletter, parents and caregivers need to be aware when looking for parks at the end of the school day. When we park in carparks, over driveways and block thoroughfares we give the council no option other than to distribute fines. Thank you for your cooperation in supporting our neighbours and nearby businesses.

Georga Tyson
ACITNG DEPUTY PRINCIPAL
WHYALLA JUNIOR HOCKEY
REGISTRATION DAY
Sunday, March 3, 10am to 12pm
Hockey Clubhouse, Searle Street
First 50 people to pay fees on the day will receive a free pair of shin guards.
Proof of age is required for all new players.
Fees are:
Under 8 $30, Under 11 $40 and Under 13 $50
New players are encouraged to join!
For further information please contact
Linda Brown on 0409 252 707
or Tania Taylor on 0412 953 770

WHYALLA JUNIOR HOCKEY

SAMARITAN COLLEGE PRIMARY BAND
It is an exciting time in our College music program, as we have grown to having two bands, the Samaritan College Principiante Primary Band for beginners and the Samaritan College Avanzto Primary Band for continuers. We also welcome Miss Megan Spirat who is working with both bands along with Miss Julia Anttila. Tomorrow we will be having our first combined campus rehearsal for both bands held at OLHCC. The Avanzto Primary Band rehearsal starts at 9:00am (Avanzto STC students are to be dropped off at OLHCC in the morning) and the Principiante Primary Band rehearsal starts at 10:00am. All students are required to bring their instrument and music to band rehearsals.
Julia Anttila
MUSIC TEACHER

RECOGNISING OUR FEELINGS
It is important for people to recognise how they are feeling and what makes them feel that way. This can be more difficult for children to understand and the way they express their feelings can be hard for others to comprehend.
Help your child understand their emotions by asking them to connect the dots and allowing them to connect the words to match the faces.
From the College counsellors

CANTEEN ROSTERS
Monday, March 4 – Friday, March 8

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<thead>
<tr>
<th>ST TERESA’S CAMPUS</th>
<th>OUR LADY HELP OF CHRISTIANS CAMPUS</th>
<th>SAINT JOHN’S CAMPUS</th>
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<tr>
<td>Mon</td>
<td>Marina Schwerdt</td>
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<td>Tue</td>
<td>Fiona Wilson</td>
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<td>Wed</td>
<td>Suzanne Kairl</td>
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<td>Thu</td>
<td>Nicole Carter</td>
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<td>Fri</td>
<td>Alice, Sophie &amp; Olivia</td>
<td>HELP NEEDED</td>
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Annette Cameron
CANTEEN MANAGER

Rose Cassar
CANTEEN MANAGER

Marg Coad
CANTEEN MANAGER

February 28, 2013
**SECONDARY CAMPUS NEWS**

**SPENCER GULF SPORTS**

As the hosts of the Spencer Gulf Sports day this year the PE faculty has been working tirelessly to ensure that the day runs as smoothly as possible. I’d like to acknowledge the work of Mr Matt Quist who has been organising the team that will represent Samaritan College. The scheduling for the day has been arranged by Ms Kirby Howell, who was also active in marking out the track with the help of Mr Trent Keiper and our grounds staff. The extra effort made by these members of the College staff is testimony to their ongoing commitment to providing opportunities for our students to display their talents.

**CAR SAFETY**

Parents/caregivers are reminded to refrain from dropping off and picking up students on the College grounds unless the student is physically impaired. It is important that cars are not driving onto the property as this poses a greater risk to the students on the grounds. Students should be encouraged to organise themselves earlier in the morning and walk up the hill or across the oval. Your understanding and support in this regard is appreciated.

**CLEAN-UP AUSTRALIA DAY**

The secondary campus of Samaritan College usually undertakes a school version of Clean-up Australia Day on the Friday before the actual day, the first Sunday in March. As this is the Spencer Gulf Sports Day it has been decided that the students and school will involve themselves in a clean-up of our neighbourhood on Tuesday, March 5. All students will be issued with protective gloves and will be wearing a hat with sunscreen provided. Processes are in place for the collection of dangerous items. You will see us out and about between 9:00 and 10:00am.

**SPECIAL GUEST**

On Friday, March 8 the Year 11 cohort will have the opportunity to meet and listen to one of Australia’s V8 Ute stars, Andrew “Fishtail” Fisher. Andrew’s racing team is unique in that its main sponsor is the Bible Society and he will be sharing some of this life story with the students. This visit is part of his South Australian tour in the lead up to the Clipsal weekend in Adelaide.

John Lyons  
ACTING DEPUTY PRINCIPAL

**AUSTRALIAN CURRICULUM**

As many of you would be aware, the Australian Government is in the process of formulating a national curriculum which outlines content and skill development for all students from Foundation to Year 12. The curriculum in each subject area outlines the key concepts and knowledge students need in a particular subject area (for example, in Year 10 History students need to gain an understanding of the main causes of World War II), and the skills they are expected to develop (for example, in Year 9 History students need to learn how to analyse historical sources). Students are also expected to develop a range of generic skills (known as capabilities), such as the ability to think critically and creativity and the ability to work productively in a group, across all subjects. Subject outlines have been written in several key areas, including History, English, Science and Maths (up to Year 10), whilst Geography, Senior History, English, Science and Maths are nearly ready for implementation. For a visual overview of how the curriculum-writing process is progressing in all learning areas, including Technology, Languages and the Arts, please visit http://www.acara.edu.au/curriculum.html.

On the senior campus, staff in the junior SOSE, English, Science and Maths faculties have been working hard over the past 18 months to devise new programs that meet the Australian Curriculum requirements. The Australian Curriculum has been implemented in these four learning areas in Year 8, and by 2014 the Australian Curriculum in these subjects will be fully implemented in Years 9 and 10.

Several faculty areas, such as the Arts, are currently trialling units of work from the Australian Curriculum, and look to be able to implement all or part of the national framework before the official implementation date. At this stage, however, it is unclear how the Australian Curriculum will impact the SACE, but please rest assured that our current Year 11 and 12 students will not be affected. Parents and students will be informed of the changes once the SACE Board distributes its policy on this issue.

**SENIOR CAMPUS REPORTS**

Assessment on the Saint John’s Campus is a continuous event – although a particular term may come to an end work done at the conclusion of an assessment cycle can (and does) contribute to students’ next reports. As I type this report, I am aware of several teachers who have already started to compile students’ Term 1 reports. Distributed on Friday, April 5 (Week 10), these reports are designed to give parents and caregivers an indication of their children’s academic progress by identifying areas of strength and areas in need of improvement.

Student progress is determined against the Australian Curriculum (Year 8 SOSE, English, Maths and Science), the SACSA framework (all other Year 8, 9 and 10 subjects) or the SACE (Year 11 and 12). Students’ work is not assessed based on ‘appearance’ (for example, how ‘pretty’ it looks) or effort; rather it is based on achievement (that is, how well they have met the assessment criteria outlined in the above curriculum documents).

Teachers use a range of work samples to help them determine a student’s level of academic achievement. This includes ‘formal’ assessment tasks (such as assignments), in-class work, class discussions and one-on-one conversations with students. As such ‘everything’ a student does can contribute to their overall grade this term. In this report cycle, students’ academic progress is indicated in a tick-box continuum ranging from ‘Needs Development’ through to ‘Excellent’. In addition to this, Year 11 and 12 students will receive comments, which should elaborate on the continuum indicators and, where appropriate, offer suggestions for improved student performance (for example, by encouraging a student to submit drafts or more closely proof-read their work).
Parent-teacher meetings will take place on Tuesday and Wednesday, April 9 and 10 (Week 11) from 3:30pm. Parents and caregivers are encouraged to make appointments with their children’s teachers, even if the report is ‘glowing’, and are reminded that they need not wait until this time to discuss any concerns.

Tanya Gibson
DIRECTOR OF TEACHING AND LEARNING

CARITAS VISIT

Last Sunday, our Parish had the pleasure of having a Caritas worker visit us, to talk about the work he does with troubled youth in Cambodia. Sochea works in some of the most impoverished communities in our world. He discussed the challenges of poverty, poor hygiene and low quality education, mostly caused by past political conflicts. Sochea reinforced the importance of contributing to Project Compassion and explained the many ways in which donations are used to improve the lives of people in his country.

Carly Higgins
RELIGIOUS EDUCATION COORDINATOR

YEAR 11 AND 12 ASSESSMENT PLANNERS – TERM 1

Last week all senior students were given a Term 1 Assessment Planner which detailed each subjects assessment due dates. This is an important organisational tool which, if used consistently, can aid students as they attempt to organise their study regimes towards meeting assignment deadlines, and also appropriately prepare themselves during the revision process prior to class tests.

Students are encouraged to place their Assessment Planners in a prominent position in their dairies, and refer to them regularly.

A PDF copy of both the Year 11 and 12 Assessment Planners have now been made available to download directly from the College website.

Trent Keiper
DIRECTOR OF SENIOR SCHOOL

YEAR 8 AND 9 IMMUNISATIONS

Later this term, the Year 8 and 9 students will be undertaking their first round of immunisations for the year. For Year 8s, this includes Hepatitis B, Varicella and HPV (girls only) vaccines. Year 9s will be receiving Tetanus and HPV (boys only) vaccines. Immunisation consent cards have already been distributed. Year 8 cards have already been collected by the council, any outstanding Year 8 cards must be returned directly to the council by March 1.

Year 9s have until March 1 to return their cards to school. After this date, families will need to take the consent information to the council to secure school based immunisations. Thank you to all of the families who have returned these forms promptly. If, however, you do not wish to have your child immunised at school, you can arrange to do this privately with your GP.

Josh Boden
YEAR 9 COORDINATOR

DRAFTING

The SACE Board has numerous assessment policies which are designed to ensure the integrity and quality of results. Two of these policies are the redrafting and reuse policy and the supervision and verification policy. These can be accessed through the SACE website or a hard copy can be obtained from me at the College. These policies underpin the staff’s common understanding about drafts.

For example:

- Drafting is allowed in every Stage 1 and 2 SACE subject and takes place before the final assessment of the task.
- The number of drafts accepted by a teacher is dependant on the subject outline. If the subject outline places a limit on the number of drafts (eg. for an external assessment such as a 2000 word investigation) then this should be followed. If the subject outline does not provide any information then it’s up to teacher discretion. Subject outlines are available from the SACE website.
- The number of drafts accepted may vary from faculty to faculty but there should be consistency between classes of the same SACE subject. Teachers have a common understanding of these policies and set the same guidelines, just like in moderation.
- The number of drafts may also depend on the quality of the first draft and the quality and quantity of feedback given. Feedback was also the topic of our last staff development meeting, highlighting the commitment of staff to their own professional learning.

PISA RESULTS

Selected students in Years 9, 10 and 11 who took part in this study now have access to their results. In addition to individual results students also receive a certificate of participation. As this is an international study, results from all over the world are currently being analysed and the trends identified will be released in report form toward the end of 2013.

Until next time!

Maresa Lyons
SACE COORDINATOR

SCIENCE FUN FACT

Fleas can jump 130 times higher than their own height. In human terms this is equal to a 80cm tall person jumping 250 metres into the air.

Tony Hall
SCIENCE COORDINATOR
YEAR 8 CAMP – TRINITY HAVEN

Last week, the Year 8s attended their Year Level Camp at Trinity Haven Lutheran Camp, just outside of Tumby Bay, to develop relationships between existing and new friends and, of course, their new teachers. From Monday to Tuesday, February 18-19, 8 Blue and 8 Gold were the first group to attend with Mrs Beck Kane, Miss Courtney Taylor, Mrs Marie Van Niekerk, Miss Kirby Heath, Mrs Christine Young and Mr Joshua Boden.

Despite the extremely hot weather on Monday, the set activities of ice-breaker games, a scavenger hunt, caregroup canvas painting and candle decorating were completed with enthusiasm. We were also privileged to witness the wonderful abilities of the Year 8s with that night’s talent quest.

8 Red and 8 White, with Mrs Beck Kane, Miss Fabiann Robazza, Mr Matthew Thursby, Ms Gemma Holmes and Mr Tom Gilligan, then ventured down the coast Wednesday to Thursday. These caregroups also completed the same activities with eagerness and a positive attitude, including a reflective liturgy and letter writing activity (whilst eating chocolate, of course!).

A huge thank you to everyone involved, especially to the Year 8 caregroup teachers for their willingness to create a fun and relaxed environment for all. The students have returned to the College with a feeling of comfort and contentment at being a member of the “Year 8 Family”, which was our goal all along.

Enjoy the pictures.

Beck Kane
YEAR 8 COORDINATOR